

DOCUMENT RESUME

ED 278 788

CE 046 249

TITLE South Jersey Outreach, Counseling and Training Project at Glassboro State College.

INSTITUTION Glassboro State Coll., NJ. Office of Adult Continuing Education.

SPONS AGENCY New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

PUB DATE 86

NOTE 27p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Career Counseling; Employment Potential; Females; *Homemakers; Job Placement; Job Skills; *Job Training; *One Parent Family; *Outcomes of Education; Postsecondary Education; Program Effectiveness

IDENTIFIERS New Jersey

ABSTRACT

The South Jersey Outreach, Counseling and Training Project was initiated by the Glassboro State College Office of Adult Continuing Education on September 23, 1985. The purpose of the project was to provide outreach, counseling, and in some cases training to single parents and homemakers in Gloucester, Camden, and Cumberland counties (New Jersey). Thirteen persons were trained as phototypesetters. Nine additional persons participated in a focused counseling/computer orientation program. The remainder of the participants were referred to training/educational programs at area colleges and Job Training Partnership offices. Each participant was administered an interest inventory in addition to skills identification and values clarification exercises. Results were discussed individually and were used to help develop Individualized Education Plans. The program was evaluated to determine the effectiveness of training and the benefits of counseling and assessment. The follow-up study conducted during June and July of 1986 indicated that the program was successful in meeting and surpassing its counseling goal. A majority of participants thought that the training had made them more confident, aware of their goals, and able to find job openings or change careers. In the training component, only four of the participants who completed the course were employed full-time, four were actively seeking work, and five were either not working or not seeking employment for personal reasons. It was recommended that in future programs, commitment from participants to full-time work should be sought before training. In addition, long-term follow-up studies should be conducted to see if more of the participants find work and how they fare on the job.

(Author/KC)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED278788

SOUTH JERSEY OUTREACH, COUNSELING
AND TRAINING PROJECT AT GLASSBORO STATE COLLEGE

GLASSBORO STATE COLLEGE
OFFICE OF ADULT CONTINUING EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

L. A. Price

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

67807030

Do not include any information in this
box in the final report.
(DISCLAIMER PAGE) do not include title
in FINAL REPORT

This project report herein was conducted pursuant to a contract
from the New Jersey Department of Education, Division of Vocational
Education and Career Preparation. It was funded under
Section _____ of Public Law 94-482.

Project Duration:

July 1, 1985

Beginning Date

June 30, 1986

Ending Date

The Contractors undertaking this project were encouraged to express
fully their judgements in professional and technical matters.
Points of view or opinions do not, therefore, necessarily represent
official funding agency positions or policies.

47-6115-SPHB-660

SPHB

7486.
Final

NJ8613609

FEB 18 1987

I. APPLICANT INFORMATION

Outreach →

87 ~~88~~ participants
(Counseled)

- A. Contract Number - N/A
B. ~~*~~ Project Title - South Jersey Outreach, Counseling and Training Project at Glassboro State College.
C. Project Director - Dolores M. Harris, Ed.D.
D. Telephone Number - 863-5314
E. Organization Name - Glassboro State College, Office of Adult Continuing Education.

Placement in
Training

Photocopying 15

Computer 9
Orient.

57 in cost.
+ ng.

Co. Code 15

LEA Code 1775

Trg. for Voc. S.C. Col. JTPA
4 yr college

Program Area Code SED SP4

Control #

II. ABSTRACT

The South Jersey Outreach, Counseling and Training Project was initiated at the Glassboro State College Office of Adult Continuing Education beginning September 23, 1985. The purpose of the project was to provide outreach, counseling, and in some cases training to single parents and homemakers in Gloucester, Camden and Cumberland counties. Twelve individuals were trained as phototypesetters. Nine additional individuals participated in a focused counseling/computer orientation program. The remainder of the individuals serviced were referred to training/educational programs at area colleges and JTPA offices.

Each participant was administered an interest inventory in addition to skills identification and values clarification exercises. Results were discussed individually and were used to help develop Individualized Education Plans (IEP's).

The program was evaluated to determine the: 1. Effectiveness of training and 2. benefits of counseling and assessment.

III. PROGRESS TOWARDS STATED OBJECTIVES

Goals/Objectives stated in proposal:

Objective #1 - To provide outreach, counseling, job placement assistance and support services to 50 single parents and homemakers.

Objective #2 - To provide training in a marketable job skill to twelve single parents and homemakers.

Objective #3 - To establish an Advisory Council.

Accomplishments by objective:

Objective #1 (outreach, counseling job placement assistance)

Outreach

Various community agencies in Camden, Cumberland and Gloucester counties were visited and informed of the program (see attachment #1).

Off-site locations were identified to accomodate those participants who are unable to make it to the project site. The Project Specialist sees clients regularly during both days and evenings at the following locations:

Cumberland County Library
Gloucester County Library
Pennsauken Library
Pitman Library

A brochure was developed and distributed among various community agencies (see attachment #2).

A press release was initiated by the Glassboro State College Office of Community Relations which resulted in publicity in various local newspapers and radio stations (see attachment #3).

In an effort to provide services to those in most need, a contact was made with the Gloucester County Board of Social Services whereby the South Jersey Outreach program appeared in their monthly newsletter. Moreover, an inter-agency agreement was reached whereby the South Jersey Outreach program provided week-long group sessions to their AFDC (Title XX) recipients (see attachment #4).

Counseling

A total of 87 women received services under the grant. Counseling ranged from complete career counseling to job placement counseling, depending on the client's specific needs. All of the individuals were administered Harrington O'Shea's Self-Directed Search, in addition to a series of exercises designed to ascertain their work values, skills, and preferences. Information about employment in non-traditional areas was supplied, in addition to information about training programs at Glassboro State College, Gloucester County College, Camden

County College, Cumberland County College, Gloucester County Vocational Technical School, and the Gloucester County Office of Employment and Training. Those individuals interested in the phototypesetting course were given a tour of the classroom, introduced to the course instructor, and administered a typing test. One of the prerequisites for entering the course was typing skills of 40 words per minute or better.

In accordance with an agreement with the Gloucester County Board of Social Services, career counseling seminars were conducted with recipients of AFDC (Title XX). The participants were required by the welfare office to attend these sessions. The information provided included the following:

- Skills Identification
- Values Clarification
- Assertiveness Training
- Training Opportunities
- Job Search Techniques

Evaluations of this group program appear in the evaluation section of this report. Three separate week-long seminars were conducted during April, May and June. The participants from the first seminar were interested in continuing to meet, and a support group was formed.

This support group was designed to follow up the week-long seminar program, with intensive counseling and group support opportunity, to test out and strengthen newly acquired life skills and job search strategies.

Through the program of group assistance problem solving and structured exercises, participants shared problems, reinforced commitments to career decisions and practiced using the skills necessary to make personal changes.

Group members were asked to write a group contract which included each member's responsibility to the group and group guidelines. Members were asked to write three goals on which they wanted to work during the life of the group. These were addressed throughout the group-revised, and reworked as needed.

Each session included didactic information on such topics as: goal setting, values clarification, time structuring, problem solving, job search strategies, assertive behavior, and child-rearing. Much of the session was open ended to allow for individual concerns and reporting on the week's activities.

After each session the members evaluated the session according to what "worked" and "what did not work" for them.

The group consisted of six women meeting weekly for two hours for eight sessions. Two of the women were actively interviewing for jobs or engaged in job training, coinciding with session times, which prohibited them from being consistent members. Another participant enrolled in a secretarial course as the group was finishing. These actions were in part due to the encouragement and support of other group members.

Evaluations of the support group are positive with special emphasis in the areas of: problem solving, group sharing, and confidence building. A strong helping relationship emerged within this group which has and will, no doubt, continue to be a lifeline outside the group.

Job Search Assistance

Those individuals who completed training attended workshops on resume writing, job search techniques, and interviewing techniques. They also attended individual follow-up appointments with a counselor.

Job search techniques were also covered during the week-long group sessions with the AFDC recipients. Peer support systems were formed during these sessions, for instance, some women had transportation but no phone, others had phones but no transportation. The women provided each other with those essentials necessary to finding a job and/or training.

In an effort to place the phototypesetters, a letter was mailed to all printers in Camden, Gloucester and Cumberland counties (see Attachment #5). This mailing resulted in 15 job openings, with salaries ranging from \$5.00 to \$8.50 per hour.

Support Services

Day care was not an issue for the women seen individually. The women in the AFDC groups were reimbursed for day care by the Gloucester County Board of Social Services. One participant was referred to People Against Spouse Abuse, one referred to AL-ANON, and one was referred to Vocational Rehabilitation.

Objective #2 - Training

The following represents a summary of the Individualized Education Plans of the 87 program participants:

STATUS	# of Participants
Phototypesetting Course	15
Focused Counseling/Computer Orientation	9
Referred to GED program	3
Referred to county college	11
Employed (not related to training)	16
Referred to four-year college	5
Referred to J.T.P.A.	6
Referred to Vo-tech Program	3
Interested in Training/Undecided	2
Referred to Basic Skills	1
Not interested in training	2
Entered paralegal course	1
Entered visiting-nurse program	1
Did not respond to follow-up survey/unable to contact	12
TOTAL:	87

Breakdown of status of participants in above categories:

1. Phototypesetting Course

There were four sessions completed during this fiscal year. Session 1 included three participants, the remaining three sessions included four participants. Only one of the three women in the first session successfully completed the course. The remaining two quit due to personal problems. The individual who completed session #1 successfully refused to go out on job

interviews and is at this point unemployed.

Of the four participants in session #2, one is now working in the field. One has taken several job interviews but has been unable to get hired. One decided to pursue different training at a county college. The fourth woman has mastered the skills but is unable to go to work because of problems with her son.

Of those women who participated in session #3, one is working in the field. One is working in a different area, one has decided to pursue training at a county college, and the fourth woman has been unable to find work despite several job interviews.

Two of the women who participated in session #4 are now working in the field. The remaining two are currently looking for work.

2. Focused Counseling Computer Orientation

This program was designed as an introduction to computers and to combat "computer anxiety". Its purpose was to build self confidence and to give individuals a chance to reality test their career goals. Of the nine women who completed the course, one landed a job in the field. The remaining eight plan to go on to further training in the Personal Computer Specialist area.

3. GED Programs

Three individuals were referred to programs; two are working at the Gloucester County Learning Center, the third is taking courses at the local high school at night.

4. COUNTY COLLEGE

Because the South Jersey Outreach Program began in October, much of the counseling was conducted during the Spring semester, after the deadline for enrollment in college courses had passed. Therefore, those women who decided to enter college programs were forced to wait until the Summer or Fall to begin training.

Eleven individuals will pursue Associate degrees at either Gloucester, Camden and Cumberland County College this Fall.

5. EMPLOYED

Five individuals were employed full-time at the outset of the counseling. Their purpose in coming to see the Project Specialist was to upgrade their skills and/or change jobs. An additional sixteen individuals were employed part-time at the start of counseling. Fifteen of these twenty-one individuals became employed full-time in positions unrelated to training or counseling.

6. FOUR-YEAR PROGRAMS

Five individuals will enroll in four-year degree programs; four will begin classes this Fall at Glassboro State College, and one will be attending Rutgers University.

7. JTPA TRAINING

Six individuals enrolled in JTPA training. Two completed Casino training and are currently looking for work. One completed a six month word processing course and is now employed

full-time.

8. VOCATIONAL/TECHNICAL PROGRAMS

Three individuals plan to enter Gloucester County Vo-Tech this Fall. One will study blueprint reading. The remaining two are undecided.

9. UNDECIDED

Three individuals plan on entering school this fall but remain undecided as to what field they will study.

10. NOT INTERESTED

Two individuals completed the indicated in the follow-up study that they were not interested in any training at this point.

11. OTHER COURSEWORK

One individual is brushing up on her math skills at the Gloucester County Learning Center. One woman will enter a paralegal course this Fall. A third woman in this category is taking a visiting nurse training with the state.

12. NO RESPONSE

The remaining twelve individuals discontinued counseling and did not respond to the follow-up study. The Project Specialist was unsuccessful at contacting these people by mail or phone during the months of June and July.

OBJECTIVE #3 - ADVISORY BOARD

An advisory board was established and met on December 10, 1985 to discuss directions of the project. The Committee shared useful information and made recommendations which have proven invaluable to the implementation of the project. The Committee will meet again to share the results of this year's project and to offer recommendations for the next fiscal year.

IV. SEX EQUITY

A. Nontraditional Recruitment

The following efforts were made to increase participation of previously underserved populations:

1. As was mentioned, the project entered into an agreement with the Gloucester County Board of Social Services to provide groups of Title XX recipients with career counseling, orientation into non-traditional employment, job search skills, and job survival skills. Title XX recipients are economically disadvantaged and traditionally female.
2. The Project Specialist visited county agencies and women's programs to recruit economically disadvantaged females into the program.
3. The Project Specialist is a member of Guideposts, a Gloucester County Consortium for Women's Concerns, and the New Jersey Network of Displaced Homemakers.

B. Retention

1. Program participants received appropriate personal counseling and referral to community based organizations through the Project Specialist.
2. A support group consisting of Title XX recipients was formed and met on a regular basis.

C. Job Placement

1. Job placement assistance was made available to all participants. This included completing applications, writing resumes, interviewing techniques, and job search skills.
2. A letter was sent out to printers in three counties in an effort to develop positions for the graduates of the phototypesetting course.

V. EVALUATION

The evaluation process was completed in two general areas:

A. Evaluation of clients throughout counseling and training.

B. Evaluation of the effectiveness of the program in general, the counseling, and the training.

A. EVALUATION/DESCRIPTION OF CLIENTS

The results which follow were based on a self-assessment instrument which was administered to the 87 clients during the initial session. The clients completed both a demographic assessment and a career attitude scale (see Attachment 6). This scale was re-administered as part of the follow-up study, to which 44 of the 87 individuals serviced responded. The following is a summary of the demographic data collected.

1. All of the participants were women. Approximately 22% were married homemakers, 16% were never married, 29% were divorced, 31% were separated and 2% were widowed. (Table 1)
2. Approximately 78% of the participants were single parents. More than half (60.3%) of these women were single parents for five years or less (Table 2).
3. Most of the participants (85%) had from 0-3 children. Only one woman without children was counseled. One divorced woman had 15 children (Table 3).
4. A majority of the participants were white (82%). An additional 12.6% were black, the remaining few were Asian or Hispanic (Table 4).
5. In terms of age, a large proportion (42.5%) were in the 31-40 age bracket. About 33% were 40 and over and 24% were under 30 (Table 5).
6. Table six shows that the majority (55.2%) had from six to twelve years of formal schooling. An additional 43.7% had 12+ years of schooling. One participant had from 1-6 years of formal schooling (Table 6).
7. Approximately five percent of the participants were working full-time at the beginning of counseling. Most of the women (75.9%) were unemployed. Sixteen percent had part-time jobs (Table 7).

8. Most of the women (78.2%) had their own transportation (Table 8).

9. Most of the women (74.7%) were from suburban areas. While only 23% lived in rural areas and 2.3% in urban areas (Table 9).

10. Over 42% of the participants were receiving public assistance (Table 10).

11. This program provided the first career counseling experience for a majority (75.9%) of the participants (Table 11).

12. Table 12 illustrates that over half (56.3%) of the participants had narrowed their career plans down to a few possibilities. Approximately 13% had decided on their occupation, 25% had little understanding of occupational areas, and 6% were completely undecided.

TABLE 1
MARITAL STATUS OF PARTICIPANTS

Value Label	Frequency	Percent	Valid Percent	Cum Percent
Married	19	21.8	21.8	21.8
Never Married	14	16.1	16.1	37.9
Divorced	25	28.7	28.7	66.7
Separated	27	31.0	31.0	97.7
Widowed	<u>2</u>	<u>2.3</u>	<u>2.3</u>	100.0
TOTAL:	87	100.0	100.0	

TABLE 2
YEARS AS SINGLE PARENT

Value Label	Frequency	Percent	Valid Percent	Cum Percent
0 - 5 years	41	60.3	60.3	60.3
5 - 10 years	22	32.4	32.4	92.7
over 10 years	<u>5</u>	<u>7.3</u>	<u>7.3</u>	100.0
TOTAL:	68	100.0	100.0	

TABLE 3
NUMBER OF CHILDREN

Value Label	Frequency	Percent	Valid Percent	Cum Percent
0	1	1.1	1.1	1.1
1	24	27.6	27.6	28.7
2	34	39.1	39.1	67.8
3	15	17.2	17.2	85.1
4	6	6.9	6.9	92.0
5	1	1.1	1.1	93.1
6	4	4.6	4.6	97.7
9	1	1.1	1.1	98.9
15	<u>1</u>	<u>1.1</u>	<u>1.1</u>	100.0
TOTAL:	68	100.0	100.0	

TABLE 4

RACIAL BACKGROUND OF PARTICIPANTS

Value Label	Frequency	Percent	Valid Percent	Cum Percent
Black	11	12.6	12.6	12.6
White/Caucasian	71	81.6	81.6	94.3
Asian American	1	1.1	1.1	95.4
Hispanic	<u>4</u>	<u>4.6</u>	<u>4.6</u>	100.0
TOTAL: 87		100.0	100.0	

TABLE 5

AGE DISTRIBUTION OF PARTICIPANTS

Value Label	Frequency	Percent	Valid Percent	Cum Percent
18 - 25	10	11.5	11.5	11.5
26 - 30	11	12.6	12.6	24.1
31 - 35	19	21.8	21.8	46.0
36 - 40	18	20.7	20.7	66.7
40+	<u>29</u>	<u>33.3</u>	<u>33.3</u>	100.0
TOTAL: 87		100.0	100.0	

TABLE 6

EDUCATIONAL ATTAINMENT OF PARTICIPANTS

Value Label	Frequency	Percent	Valid Percent	Cum Percent
Years of schooling				
1 - 6	1	1.1	1.1	1.1
6 - 12	48	55.2	55.2	56.3
12+	<u>38</u>	<u>43.7</u>	<u>43.7</u>	100.0
TOTAL: 87		100.0	100.0	

TABLE 7
EMPLOYMENT STATUS OF PARTICIPANTS

Value Label	Frequency	Percent	Valid Percent	Cum Percent
Full-time	5	5.7	5.7	5.7
Part-time	16	18.4	18.4	24.1
Unemployed	<u>66</u>	<u>75.9</u>	<u>75.9</u>	100.0
TOTAL:	87	100.0	100.0	

TABLE 8
PERSONAL TRANSPORTATION

Value Label	Frequency	Percent	Valid Percent	Cum Percent
Yes	68	78.2	78.2	78.2
No	<u>19</u>	<u>21.8</u>	<u>21.8</u>	100.0
TOTAL:	87	100.0	100.0	

TABLE 9
RESIDENCE OF PARTICIPANTS

Value Label	Frequency	Percent	Valid Percent	Cum Percent
Urban	2	2.3	2.3	2.3
Suburban	65	74.7	74.7	77.0
Rural	<u>20</u>	<u>23.0</u>	<u>23.0</u>	100.0
TOTAL:	87	100.0	100.0	

TABLE 10
PUBLIC ASSISTANCE

Value Label	Frequency	Percent	Valid Percent	Cum Percent
Yes	37	42.5	42.5	42.5
No	<u>50</u>	<u>57.5</u>	<u>57.5</u>	100.0
TOTAL:	87	100.0	100.0	100.0

TABLE 11
PREVIOUS PARTICIPATION IN OTHER CAREER PROGRAMS

Value Label	Frequency	Percent	Valid Percent	Cum Percent
Yes	21	24.1	24.1	24.1
No	<u>66</u>	<u>75.9</u>	<u>75.9</u>	100.0
TOTAL:	87	100.0	100.0	

TABLE 12
CAREER PLANS OF PARTICIPANTS

Value Label	Frequency	Percent	Valid Percent	Cum Percent
Have decided	11	12.6	12.6	12.6
Have narrowed down	49	56.3	56.3	69.0
Little understanding	22	25.3	25.3	94.3
Undecided	<u>5</u>	<u>5.7</u>	<u>5.7</u>	100.0
TOTAL:	87	100.0	100.0	

TABLE 13
PARTICIPANTS CAREER ATTITUDES AND AWARENESS
OF JOB OPPORTUNITIES AND RESOURCES

	Agree Strongly	Agree	Somewhat Agree	Disagree	Disagree Strongly	No Opinion	No Response
I know what has been the most important and satisfactory experiences in my life	42.5 (34.1)	28.7 (45.5)	14.9 (13.6)	4.6 (4.5)	1.1 ---	5.7 (2.3)	2.3 ---
I have a good understanding of the skills and abilities I bring to a work situation	25.3 (22.7)	39.1 (52.3)	24.1 (13.6)	6.9 (4.5)	--- ---	2.3 (6.8)	2.3 ---
I know what to do to make a career change	11.5 (18.2)	21.8 (40.9)	28.7 (18.2)	21.8 (18.2)	8.0 (2.3)	5.7 (2.3)	2.3 ---
I know what kinds of job possibilities are open to me	8.0 (20.5)	14.9 (27.3)	37.9 (36.4)	24.1 (11.4)	9.2 (2.3)	3.4 (2.3)	2.3 ---
I know of places and people in my community that are available to help me in my job search	8.0 (22.7)	25.3 (25.0)	24.1 (29.5)	26.4 (18.2)	8.0 ---	5.7 (4.5)	2.3 ---
I have a clear idea of how to get the training or education necessary to begin a new job or career	13.8 (36.4)	21.8 (25.0)	29.9 (29.5)	23.0 (6.8)	4.6 ---	4.6 (2.3)	2.3 ---

NOTE: The numbers outside of parenthesis represent the row percentage distribution based on 87 responses to pre-test.
The numbers in parenthesis represent the row percentage distribution based on 44 responses to post-test.

E. EVALUATION OF THE EFFECTIVENESS OF THE PROGRAM IN GENERAL,
THE GROUP COUNSELING, AND THE TRAINING

1. Effectiveness of general program..

The major thrust of the counseling was to counsel a minimum of 50 individuals, 12 of whom were to be placed in a phototypesetting course which would enable them to pursue a non-traditional, well paying job with opportunities for advancement. The remaining 38 individuals were to be referred to training programs at Glassboro State College, Gloucester County College, Camden County College, Cumberland County College, and county JTPA programs .

A follow-up study conducted during June and July of 1986 indicates the program was effective in meeting and surpassing this counseling goal. Eighty-seven participants were counseled. Fifteen individuals were placed in the phototypesetting course. A focused counseling/computer orientation course was added to the program in order to provide an additional nine participants with a pre-training experience. Thirty-three additional individuals entered or are planning to enter other training, pre-training or college programs. A total of 57 individuals entered or are planning to enter training/pre-training programs as a result of counseling.

Another goal of the counseling was to increase self-awareness and knowledge of job opportunities and resources. As mentioned earlier, each participant was requested to complete a self-evaluation instrument at the outset of counseling, and later as part of the follow-up study conducted at the end of the program. Table 13 gives a summary of the responses to the self-evaluation at the beginning of counseling. The top number in each cell represents the percentage of responses in that category given by the 87 program participants. The bottom number in parenthesis represents the percentage of responses by the 44 participants who responded to the follow-up study. The following is an analysis of the effectiveness of counseling on client self-awareness and knowledge of opportunities.

A. I know what has been the most important and satisfactory experience in my life. The percentage of those who agreed strongly decreased (42.5% to 34.1%), however there was an increase in the percentage of those who agreed and a decrease in the percentage of those who agreed somewhat, disagreed, and disagreed strongly.

B. I have a good understanding of the skills and abilities I bring to a work situation. Once again, the percentage of those who agreed strongly decreased, however, the percentage of those who agreed increased, while there was a decrease in the percentage of those who somewhat agreed, disagreed and disagreed strongly.

C. I know what to do to make a career change. There was an increase in the agreement categories and a decrease in the somewhat agree and disagreement categories.

D. I know what kind of job possibilities are open to me. Again, there was an increase in the agreement categories and a decrease in the latter categories.

E. I know of places and people in my community that are available to help me in my job search. A majority of those responded to the post test in the agreement categories (77.2%), as opposed to 37.4% in the pre-test. Once again, the disagreement responses decreased.

F. I have a clear idea of how to get the training or education necessary to begin a new job or career. Those who strongly agreed and agreed increased, those who somewhat agreed remained basically the same. The cumulative percentage of those who disagreed and disagreed strongly decreased from 27.6% to 6.8%.

The above results indicate that overall, participant self-awareness and knowledge of resources increased during the life of the program.

2. The effectiveness of group counseling.

As was mentioned, the South Jersey Outreach program entered into an agreement with the Gloucester County Board of Social Services to provide week-long seminars in the area of career choice, training options, and job search. The participants, recipients of Aid to Families with Dependent Children, were required to attend these sessions. Thus, many of the individuals expressed resentment at the start of the program. Group facilitator observations and client evaluations at the conclusion of each program indicate that this attitude changed by the end of the week. In fact, many of the members in the first group continued to meet as a support group once their obligation to the Board of Social Services was complete.

When asked to identify the aspects of the program which were important to them, participants responded with such comments as:

"Learning about jobs and applications."

"Talking in front of everyone."

"Being in a group and sharing experiences. Support from each other. Learning about myself."

"The understanding of myself that I didn't know and solving problems with a group."

When asked "if you could change or add anything to the workshop, what would it be?", some comments were:

"More information on training."

"Better transportation and child care listings."

Overall, participants felt the workshop was helpful.

3. The effectiveness of the Focused Counseling/Computer Orientation Program.

The purpose of this twelve-week program was to increase client self-confidence, combat computer anxiety, and to give participants an opportunity to ascertain whether they are interested in further training. Twelve individuals were enrolled in the course, nine completed the course. All of the individuals who completed the course are interested in follow-up training.

Eight out of nine individuals indicated that the course had increased their self-confidence. One individual felt it had increased her self-confidence somewhat. Some comments were:

"It has improved my ability. Later on when taking a course I believe I will pursue the computer."

"It has helped my self-confidence in the area of LOTUS as well as my own abilities now in this area."

"I think it has made me more aware of my feelings about myself and therefore I am practicing feeling good about myself."

All of the participants indicated that the course helped them to discover their ability to work with computers.

Overall, the course was successful at meeting its goals. Some suggestions for improvement included providing more breaks and a more in-depth instruction of each program.

4. Evaluation of the Phototypesetting Course.

The overall goal of this course was to provide participants with the skills necessary to obtain employment in a well-paying position. As of July 30, 1986, four of the thirteen participants who completed the course were employed in full-time work, four were actively seeking employment, and five were not because of personal reasons.

This low placement rate is not due to a lack of openings. Participants were informed of openings solicited by the Project Specialist. Nor would it seem due to substandard training. Those course graduates who are working are reportedly doing well.

All of the participants were informed of the nature of the work and of the course prior to their enrollment. All of the participants indicated a strong desire to find full-time work at the conclusion of training. However, five of the participants will not seek work for various personal reasons.

In order to improve this placement rate during FY'87, a more thorough screening process needs to be initiated whereby a firm commitment to working full-time may be ascertained. In addition, an emphasis must be placed on motivational and job-readiness skills prior to training.

As was mentioned, several participants were seeking employment as of this writing. The final course was completed in June. A long term follow-up is needed to ascertain the true effectiveness of this training. Table 14 indicates those participants who opted to complete the course evaluation were pleased with the course and the instructor.

TABLE 14
PHOTOTYPESETTING COURSE EVALUATION

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I would like more instruction presented in this way	----	----	14.3	71.4	14.3
2. I learned more because equipment was available for me to use	----	----	----	28.6	71.4
3. This instruction was very boring	71.4	28.6	----	----	----
4. The material presented was of much value to me	----	----	----	14.3	85.7
5. The instruction was too specific	28.6	71.4	----	----	----
6. I was glad just to get through the material	28.6	42.9	----	28.6	----
7. The material presented will help me to solve problems	----	----	14.3	57.1	28.6
8. While taking this instruction I almost felt as if someone was talking with me	----	14.3	28.6	14.3	42.9
9. I can apply very little of the material which I learned to a practical situation	42.9	42.9	14.3	----	----
10. The material made me feel at ease	----	----	28.6	42.9	28.6
11. In view of the time allowed for learning, I felt that too much material was presented	14.3	57.1	----	14.3	14.3
12. I could pass an examination over the material which was presented	----	28.6	14.3	57.1	----
13. I was more involved with using equipment than with understanding the material	----	42.9	----	57.1	----
14. I became easily discouraged with this type of instruction	42.9	57.1	----	----	----
15. I enjoy this type of instruction because I get to use my hands	----	----	28.6	28.6	42.9
16. I was not sure how much I learned while taking this instruction	28.6	28.6	14.3	28.6	----
17. There are too many distractions with this method of instruction	42.9	42.9	14.3	----	----
18. The material which I learned will help me when I take more instruction in this area	----	----	----	28.6	71.4
19. This instructional method did not seem to be any more valuable than regular classroom instruction	71.4	14.3	14.3	----	----
20. I felt that I wanted to do my best work while taking this instruction	----	----	----	28.6	71.4
21. This method of instruction makes learning too mechanical	28.6	28.6	42.9	----	----

TABLE 14
PHOTOTYPESETTING COURSE EVALUATION (Cont'd)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The instruction has increased my ability to think	----	----	42.9	42.9	14.3
I had difficulty reading the written material that was used	14.3	57.1	28.6	----	----
I felt frustrated by the instructional situation	14.3	42.9	42.9	----	----
This is a poor way for me to learn skills	42.9	57.1	----	----	----
This method of instruction does not seem to be any better than other methods of instruction	42.9	42.9	14.3	14.3	----
I am interested in trying to find out more about the subject matter	----	----	----	57.1	42.9
It was hard for me to follow the order of this instruction	42.9	42.9	14.3	----	----
While taking this instruction I felt isolated and alone	57.1	42.9	----	----	----
I felt uncertain as to my performance in the instruction	----	14.3	42.9	42.9	----
There was enough time to learn the material that was presented	14.3	57.1	----	14.3	14.3
I don't like this instruction any better than other kinds I have had	14.3	85.7	----	----	----
The material presented was difficult to understand	28.6	85.7	----	----	----
This was a very good way to learn the material	----	----	----	57.1	28.6
I felt very uneasy while taking this instruction	28.6	57.1	14.3	----	----
The material presented seemed to fit in well with my previous knowledge of the subject	----	----	71.4	14.3	14.3
This method of instruction was a poor use of my time	71.4	28.6	----	----	----
While taking this instruction I felt challenged to do my best work	----	14.3	----	42.9	42.9
I disliked the way that I was instructed	71.4	28.6	----	----	----
The instruction gave me facts and not just talk	----	----	----	85.7	14.3
I guessed at most of the answers to problems	42.9	57.1	----	----	----
Answers were given to the questions that I had about the material	----	----	----	57.1	42.9
I seemed to learn very slowly with this type of instruction	28.6	57.1	14.3	----	----

VI. CONCLUSION

The goals of the South Jersey Outreach, Counseling and Training Project at Glassboro State College were to provide outreach, counseling, in some cases training, and job placement assistance to 50 single parents and homemakers in Gloucester, Camden, and Cumberland Counties.

These goals were met and surpassed. Eighty-seven women received services. Fifteen women were trained as phototypesetters. Nine additional women participated in a Focused Counseling/Computer Orientation course. Outreach efforts resulted in an agreement with the Board of Social Services to provide career counseling to Title XX recipients, a previously underserved population. Job placement assistance was made available to all participants. Job development efforts resulted in the listing of several openings for the phototypesetting graduates.

Overall, the participants were pleased with the quality of the program. Fifty-seven participants have completed, entered or are planning to enter training. The follow-up study indicated a positive change in participant self-awareness and awareness of job opportunities and resources.

Four of the phototypesetters and one of the three women who completed JTPA programs are now working in related positions. Many of the participants did not respond to mail or telephone inquiries. These individuals may be employed. A long-term follow-up is needed to give a true picture of the effectiveness of the program on job placement. In addition, motivational and job readiness counseling groups need to be increased in order to combat participant fears about going to work.